



**Oh, that explains it**



# Michigan Merit Curriculum High School Graduation Requirements

[illegible]

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## CAREER AND TECHNICAL EDUCATION

### What the Michigan Merit Curriculum Law Says

*Sec. 1278b(7) The board of a school district or board of directors of a public school academy that operates a high school shall ensure that each pupil is offered the curriculum necessary for the pupil to meet the Michigan Merit Curriculum. The board or board of directors may provide this curriculum by providing the credits by using alternative instructional delivery methods such as alternative course work, humanities course sequences, career and technical education, industrial technology courses, or vocational education, or by a combination of these. School districts and public school academies that operate career and technical education programs are encouraged to integrate the credit requirements into those programs.*

### **Educational Development Plan**

*Sec. 1278b(11) The board of a school district or board of directors of a public school academy shall ensure that each pupil in grade 7 is provided with the opportunity to develop an educational development plan, and that each pupil has developed an educational development plan before he or she begins high school. An educational development plan shall be developed by the pupil under the supervision of the pupil's school counselor or another designee qualified under section [380.1233](#) or [380.1233a](#) selected by the high school principal and shall be based on a career pathways program or similar career exploration program.*

## Questions & Answers

1. **Q: The description of the new graduation requirements implies some academic credit could be earned in Career and Technical Education (CTE) programs. How can this be done?**

**A:** This is an area where districts are encouraged to be innovative and involve career education and academic teachers in a dialogue to explore this issue. There are a few models being utilized by other states. In one case, an academic teacher (Algebra, for instance) meets with a career education teacher (e.g. Electronics), and the two review the expectations for the Algebra class and determine how many of those expectations can be met in the Electronics class. Depending on how many expectations are not covered in Electronics, the school organizes a short-course (semester, 9-weeks, summer class) in Algebra to cover the expectations not covered in the Electronics course.

Another approach is collaborative teaching between academic and career education teachers. Teachers line up their respective expectations against each other, determine the overlap, and then, periodically teach their subject to each other's students. For an example of collaborative teaching model, visit the University of New York web site at <http://www.highered.nysed.gov/nclb04-2003c.htm>

2. **Q: Can students earn credit through a CTE program?**

**A:** Yes. Career and Technical courses may be used to help students earn the necessary credits in a variety of required credit areas. For example, a district may allow a student to receive credit for Algebra or Geometry in building trades classes. It is also possible for Career and Technical Education courses to be used to help students in an electronics class earn credit for the "one additional year" of math required in the Michigan Merit Curriculum. In addition, students, have the flexibility to earn merit core credits through online courses, testing out, summer school, and other local options.

Work is underway to align the CTE career cluster curriculum with the high school content expectations to identify the level of credit that can be awarded in each cluster for each core curriculum area.

**3. Q: How will a CTE student demonstrate proficiency in the Michigan Merit Curriculum required course/credit?**

**A:** A local district continues to have the authority to develop a method for determining and tracking student proficiency in meeting one or more course/credit content expectations for partial or full credit.

**4. Q: Are CTE teachers required to be “highly qualified” to teach CTE courses that are subject to NCLB?**

**A:** Yes. If the courses will be used to meet the course/content standards required for high school graduation, the CTE teacher must be highly qualified in the subject area OR participate in collaborative teaching with a highly qualified academic teacher. The CTE instructor also must be highly qualified and appropriately endorsed in the CTE subject area in which he/she are teaching. For more information on the collaborative teaching model, visit: <http://www.highered.nysed.gov/nclb04-2003c.htm>.

**5. Q: Will the Michigan Merit Curriculum requirements impact the scheduling of regional Career and Technical Education (CTE) programs?**

**A:** No. However, forward planning will be key. Students who wish to participate in regional Career and Technical programs should be able to schedule these for a full two-year sequence. Generally, students need one-half of the 6-period day (or three hours) for class instructional time and travel time to and from a center.

The graphic on the following page illustrates how students can participate in the two-year CTE program. It will be important, however, for students entering the 9th grade to know in advance that they will enroll in a CTE program in their junior and senior years and include this in their four-year high school plan. In addition, CTE classes may be able to meet some of the credit requirements in mathematics, science, English language arts, and social studies. After conducting alignment studies, districts may choose to offer special classes to supplement core content in CTE classes.